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ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Education's Greatest Opportunity

THIS depression is for use and not for abuse. It is for the good of everything and everybody, and must be used for the good of mankind.

Deflation did not come a month too soon. It was as necessary as immediate attention to any epidemic.

Inflation was breeding a multitude of family disorders and community social diseases of which business collapse was merely incidental.

Education is our personal concern. It is one of the most complex and one of the most serious because it is universal and far-reaching in its consequences.

Fortunately, the Los Angeles meeting of the National Education Association in July gave a famous demonstration of an absolutely easy way to provide a sure and safe antidote.

The Los Angeles meeting revealed the efficacy of organization all ready for immediate and adequate action.

Fortunately there is to be a meeting in Washington in twenty weeks that can put in action forces that can make American education a year from now better than has ever been hoped as a world-wide factor in civilization.

There was never such an opportunity or such a responsibility in education as there will be in the next twenty weeks.

Daily Education of All

THE daily newspapers are educating Americans from six to ninety-six. The manager of one of the eminently successful city daily papers of the United States, that has never had a deflation year, because it knows what sells the paper every month, says nothing boosts circulation like the interest of children. The introduction of one feature increased the permanent circulation of this newspaper several thousand after three months, and it was purely through the interest of children.

Schools that fail to appreciate the significance of the education of the daily press, that fail to magnify the importance of educating children to use its

information in science, invention and discoveries, in biography and geography, in economics and civics, miss one of their great opportunities and responsibilities.

School Building Decade

ONE factor in the present distressing city school situation is the famous school building program from 1920 to 1929. That was a combination of financial influences.

Real estate interests far and near were involved as were lumber dealers everywhere.

Every influence that capital and labor could use, and they were almost infinite, was creating voters for better school buildings, and larger and better school grounds. School bonds for twenty years or more were voted enthusiastically. It was a joy to be associated with school promotion in those inflation days.

Legislatures caught the spirit, and country folk reveled in luxuries in education never dreamed of before.

There was not a city in which there was not one or more school plants with running water, indoor toilets, modern system of heating and lighting, larger school grounds with up-to-date playground equipment.

State legislatures caught the spirit, and every state began to provide compulsory or permissive laws for modernizing country school buildings.

Everywhere, every time, the city superintendent was the leader in promoting increased taxation, and he is the first to be penalized.

The better superintendent he is, the better buildings he has, the nobler leader he is, the more bitter is the opposition when deflation comes.

The election of school board members in the next four or five months will be against the continuance of better school buildings, for protection of the eyes and every phase of health that modern school buildings promote.

On general principles school board members and superintendents who have been in office in any part of the last ten years are trustworthy and are sure to continue the progressive spirit.

When new school board members are elected, it should be ascertained whether or not they are secretly pledged to some mischievous anti-modern-education destructive policy.

Colleges and Unemployment

STATE Superintendent Agnes Samuelson of Iowa had a conference of thirty official representatives of the colleges of the state on August 21. This conference was called in co-operation with the National and State committee on employment and relief.

She has published a summary of the replies which she received in reply to her inquiry to college presidents in Iowa as to what was being done to encourage college attendance this fall:—

> What change, if any, is the present economic situation causing in the enrollment in your institution?
>
> What action, if any, is being taken to encourage or make it possible for young people to continue their college work?

The replies are being sent out widely in the state, and they are already attracting wide attention and producing important results.

Persons and organizations with available means are acting promptly.

Among the suggestions of the committee appointed by the conference were the following:—

> The economic situation in general calls for continued schooling in the case of serious-minded students who would otherwise face an already over-crowded labor market. Scholarships and loan funds, particularly for advanced students, should be encouraged on a state-wide basis. Well-to-do residents should sponsor the education of deserving young men and women of their communities in the Iowa colleges or universities.
>
> Institutions of higher learning agree to take every possible measure to avoid the dissipation of scholarships and loan funds by reserving them for the students whose needs are evident after careful investigation.
>
> Small loans—even $100 or less—might be the deciding point as to whether or not a student goes to college.

Leisure a Civic Asset

BUSINESS depression creates enforced leisure which promotes crime, which jeopardizes civilization.

Intelligent use of leisure would promote business, eliminate crime and heighten civilization.

Leisure should be the best civic, social and economic asset.

National Recreation Association, 315 Fourth avenue, New York City, Joseph Lee, of Boston, president, is making dates in the United States and Canada for L. P. Jacks, principal Manchester College, Oxford, England, who is devoting his time and talent to the promotion of leisure as an asset of civilization. He will be in this country for ten months. So far as we know this is the best organized effort to magnify leisure as an asset.

Belding's Page

Opening Doors

SOONER or later a youthful multitude numbering more than thirty million will be answering to school and college roll calls. One inhabitant in every four, the nation over, will be registered in some sort of educational institution. It is an impressive fact. Teachers may well be proud to have their small shares in this enormous enterprise. No matter how small the share of any individual teacher may be, it represents a direct personal responsibility of incalculable importance, and an opportunity for human influence which is beyond measurement.

The combined results of the educational process will be no greater than the total of the results produced by individual instructors working with their groups of boys and girls. Wherever may be the teacher's post of duty, the challenge is to his utmost endeavor, that he may awaken the latent powers of those tender personalities and direct them in desirable ways of growth.

Yes, it is a mighty task, and to those who perform it heroically a rewarding task as well.

Inequalities

THE average length of schooling in the United States has been increasing at the rate of one day a year for the past decade. Today the figure has reached 171 days; still less than half the days in the year, but the encouraging fact is that days are being added.

Equalized opportunity, however, has not by any means been achieved. Many schools in rural communities are completely shut down during six or seven months of the year, with weekly holidays and frequent short vacations still further reducing the amount of instruction.

The problem is not one which the country districts can solve as isolated, unaided units. The states must lend a helping hand, as most of them are doing.

In some communities a sentiment in favor of longer school terms needs to be engendered. Not poverty alone, but the different status of children on the farms as compared with that of their city cousins, enters into the problem. The farmers' sons and daughters are economic assets. Their work is oftentimes essential to the success of the farming project. In times of unusual demand for labor, as at planting and harvesting periods, school sessions are abandoned in order that the young folks may bear a portion of the load at home and in the fields. Only the more extended use of farm machinery and in some cases better organization of the work can reduce the emergency calls which shut down schools. Lengthening of school terms at other seasons of the year would tend to compensate for such interruptions as are unavoidable.

To some degree, perhaps, the longer schooling of the city child is no more than his due. For he is deprived of many educational experiences which the rural child has by reason of his environment and the manifold chores which fall to his lot. Most of these experiences have to be simulated for the urban juvenile in a weak imitation with gymnasiums and nature study and other hot-house efforts.

More and better schooling for the country child and for the under-privileged wherever he may be, is nevertheless a goal remaining to be striven for.

Education will move forward under economic difficulties and handicaps in these ensuing months. But it must move forward. It cannot be allowed to mark time or halt. On its progress depends the progress of civilization itself.

The Laws of Two and Two

THE value of instruction in mathematics is frequently assailed. We are told that algebra and geometry, for instance, are somewhat useless appendages inherited from a past which never knew what it was driving at anyhow.

No doubt algebra and geometry can stand a good deal of modernizing in their treatment; a good deal of relating to everyday existence.

No doubt, also, there are types of mind which should not be forced to go very far with these branches of learning.

But mathematics has something to commend it as a means of teaching intellectual integrity. To prove that individuals who have studied mathematics diligently and successfully average to be more honest than those who have not, would be a large order surely; and when it was proved there would still be lacking a Q. E. D. that the drill in mathematics had produced the conditions noted. However, rigid attention to the unshakable facts of mathematics cannot be without its fruitage in a deepened respect for truth. In the hands of a superior teacher, any subject may become a basis of character training. Mathematics has a more than ordinary title to consideration from this standpoint.

Anson W. Belding

Associate Editor.

Some Problems *of* Today

By JOHN A. COUSENS
President, Tufts College

Education must continually be made over to meet the requirements of each succeeding period of time, President Cousens reminds us. We have awakened in a strange country. With bewildering rapidity new life values are emerging.

NO TWO people ever meet without having one subject of common interest with respect to which ideas may be exchanged and opinion expressed. The subject is education. There are several reasons why this is so. Of course, most people feel a direct or indirect responsibility toward children and young people. The grotesque and ridiculous mistakes of young persons in their effort to learn afford an inexhaustible fund of amusement, but the real underlying reason is very deep and serious.

I think it is true that every person, particularly if he is of the so-called older generation, makes for himself, albeit confusedly, some appraisal of life. Out of our individual experience, from our opportunities for observation, in harmony with our hopes and fears and ambitions, we formulate a set of life values. As soon as this is done the urge is felt to persuade others to accept the life values which seem important to us. We may not find favorable opportunity to persuade our contemporaries and our effort with them may not be successful, but the urge we feel is saved from becoming too often that dangerous thing which the psychologists define as "suppressed desire," because there is open for us all the opportunity to criticise constructively or destructively the system of education. Obviously, the experience, the opportunities for observation, the hopes, the fears, the ambitions of one individual do not exactly parallel those of any other individual. This means that opinions and ideas with respect to education differ in direct proportion to the number of individuals who express themselves. It is, therefore, necessary that in every community there shall be a group of persons who style themselves educators, whose business it is to make a synthesis of all this mass of heterogeneous and varying opinion, and out of that synthesis to organize a system of education which shall be applied during the period known as the formal period of education—that is the school system. If these educators are true to themselves, as I think in general they are, they appreciate that their task is a very difficult one, that the best success which can attend their effort may be only approximate success, the reason being that there appear to be no eternal verities in education. Education must fit the needs of a changing world, it follows, therefore, that a system of education designed for a particular period in the development of society may not—and probably will not—fit any other period. Let me give two very simple illustrations.

FOR some reason—quite inexplicable to me—I have speculated a good deal upon the amount of time and effort which must have been devoted back in the age of feudalism for the purpose of developing that skill with the sword which was the *sine qua non* of a gentleman then. Hours and hours must have been spent in the training of boys and young men, in order that there might be acquired a skill with this weapon which enabled a gentleman to demonstrate on any and every occasion his superiority over the rougher of his fellows. Times, however, changed; the sword ceased to be of consequence, all these many hours were then spent in other ways in education. Take the subject of Latin, which still to many of us seems to have an important place in the modern curriculum. Time was, not so many years ago, relatively speaking, when a knowledge of Latin, not confined to an ability to read or even to write in that language but actually to speak it, was essential for every person who made any pretence to be educated, the fact being that, without such knowledge, classic literature, then the only literature, was otherwise unavailable. Today access to any first-class library puts at command the whole of classic literature, even if one has no actual knowledge of Latin whatever. President Lowell said not long ago that "educational methods involving even fundamental objectives change every thirty years." This is doubtless true, and it is also true that it is impossible to prophesy what the methods and objectives of education will be thirty years hence, nevertheless we older ones of this generation face the inescapable and inevitable responsibility toward education.

This responsibility rests upon us because we are the only ones who can discharge it. In spite of their own feeling of self-sufficiency, young people have no criteria on which to base a valid estimate of things worth learning. In spite of many obvious failures and mistakes, we of the older generation must determine for ourselves and for the young

what life values are, and then see to it that, so far as possible, the educational system of our time reflects these values. We should not in our effort to educate young people fail to take into account the value for the learner of his own enthusiasms and of his pre-conceived interests, nevertheless, within rather narrow limits, we are compelled to decide what shall be presented to him as the material of education.

With this premise, it seems to me that the responsibility of this present generation in respect to education is more serious and more difficult to discharge than the responsibility which has faced any other generation before in the world's history. With bewildering rapidity new life values are emerging. Only with the greatest difficulty are we ourselves able to recognize these new values, and yet the educational system must reflect them. To illustrate what I mean, let me give a hurried survey of the various fields from which these new life values emerge.

I venture to say that few persons believe that civilization can endure — much less progress — without religion, but religious values are expressing themselves in new and utterly strange ways. We are clearly in a transition period, no man can prophesy what the religion of tomorrow will be, nevertheless, we *must* determine what are essentials and, in order that these essentials shall be preserved, arrange through education to make them plain to the coming generation.

In another field, described by that somewhat indefinite and sometimes misunderstood word culture, new values are imminent. Some of us appreciate that in such things as art, literature and music America has not registered the progress which is to her credit in other directions. We are likely to excuse the lack of culture in the United States on the ground that this is a new country, are prone to point out that we have been very busy in the last hundred years or so accomplishing that which, in our boastful way, we describe as the conquest of a continent. But this excuse will not hold when it is realized that, as a matter of fact, the government of the United States is among the oldest of the government of western civilization; that we did not begin from the beginning; that our ancestors brought a considerable degree of culture when they migrated from Europe to America; that the subduing of a continent may be described not as a conquest but in other and less complimentary terms. It may be said, however, without chance of dispute, that culture is possible only if there shall be leisure. The fact is that there is more leisure now in America than in any other country in the world. What do the movie, the radio, the daily press portend when one considers the culture of America in the years to come? Such questions as these it is our obligation to consider. We must formulate such answers as we may. The answers we give, reflected in the educational system, will largely determine what the contribution to the culture of America in the immediate future will be.

Here in America we are, it seems to me, in the situation of one who has taken a night journey on a train, who has slept through the hours of darkness and finds himself in the morning in a strange country. Until a very short time ago America was sufficient to herself, her people could feel that their country was isolated in a very definite way from other countries of the world, they could enjoy the feeling of aloofness. Suddenly, as it were overnight, America finds herself inextricably involved with all the countries of the world. A disturbance in India, civil war in China, a political experiment in Russia, a revolution in South America—and the whole economic and social fibre of America vibrates in response. We can no longer consider ourselves isolated, we can no longer enjoy aloofness, if that be desirable, we have all of us become, of necessity, suddenly citizens of the world. This life value is of enormous consequence as it shall be reflected in the schools.

At the moment we are all of us greatly concerned over the economic situation. As Owen D. Young expresses it: "The great engine is on a dead centre and no man knows how or when it will move." One reason for this is the enormous size of the engine which has been created, but it is plain that if misery and suffering and all the ills which follow economic disturbances are to be avoided by the next generation, for whom we are responsible, we ourselves must somehow gain a clearer conception of what the world's economic system is.

Ours is indeed a tremendous task, an enormous responsibility. We shall discharge our responsibility only if every single man and woman contributes the utmost of which he or she is capable. When any two people come together by accident for the first time they find not only that there is one subject of universal interest, but they find, too, their opportunity to contribute something toward the solution of educational problems.

Considerations like these make peculiarly pertinent a question frequently asked these days. The question is: "Who should go to college?" The answer is in general terms: "Every boy and girl who can profit by college experience," but the answer is not satisfactory unless and until the answer to another question is recorded: "How long should a student stay in college?" This question is important because it is impossible, by any means so far devised, to determine with certainty who out of the candidates for admission to college can profit by the full four-year college course. Obviously, there are certain specially gifted boys and girls whose unusual intellectual capacity has been manifest from early childhood about whose experience

in college there can be no question, but there is such a thing as mental stature as definitely determined as physical stature, and what the mental stature of the average boy and girl of eighteen is to be cannot be prophesied. It seems to me, therefore, essential that the college should recognize itself as a testing agency, and that its curriculum for the first two years should be devised on the basis of a definite expectation that a considerable number of students will by that time have demonstrated that their college experience is long enough. Furthermore, the curriculum of the college for the first two years ought to be devised so that it represents the utmost profit to one whose college career is restricted to less than the full four-year course. There should be a point at which a student can sever his relations with the college, without any sense of failure and, certainly, in no atmosphere of disgrace. When one asks: "Is college opportunity a right or a privilege?" he lays an emphasis in the wrong place. Of course, education, at any time, anywhere, for any person is a privilege. Furthermore, the right to opportunities is inherent in the genius of America, but rights and privileges of the individual are over-shadowed by the interests of society. From the point of view of socicty no boy or girl should be denied the opportunities of college, if there is any evidence whatever that college experience, long or short, will increase individual power to contribute toward a solution of the great problems which face society.

Skeet Unearths Graft

A Story

By ALICE WARD

THERE was something "rotten in Denmark." Skeet knew this well enough, but he couldn't figure out what it was. Skeet's "Denmark" was the realm of junior high politics.

Skeet rode his bike down the driveway out into the street on the way to school. Two blocks along he met Jack Asher, and scuffed the sole of his shoe on the curb as he brought his vehicle to a slow standstill by his casual braking system.

"Gimme a ride on your handle bars?" Jack queried.

"It ain't allowed," Skeet replied.

"Aw, just this once—'tain't no harm," Jack begged, "besides, I got something to talk to you about."

"Come on, then," Skeet consented, "but I hope we don't meet Percy. He's school cop this semester, and of all the low-lived mama pets—"

"Yeah, there's something phony about these school cops this fall. That's what I wanted to tell you."

The two boys reached the school block. Sauntering along the parking strip was a school monitor, with his safety badge buckled onto his sleeve. This monitor was Percy.

"Gee," Skeet remarked to Jack under his breath, "you'd better slip down."

Jack slipped, but not before the peeled eye of the monitor spied him. That pillar of school law enforcement came over to the bike.

"You are not to ride double," he said.

"I know it," Skeet admitted.

"What have you got on you, you two?" Percy questioned.

"So that's the racket you work!" Skeet sneered. "I've got a good mind to lick you right here, but—" The last bell started to ring. Skeet had to think fast, what he had to lose, what he had to gain. "I'll let it go if you don't hold me up for too much," he conceded, and began to empty his pockets.

A knife fell out, minus blades, and with only a shoe buttoner left. There was a stone with a hole in it, a couple of white marbles, and an agate shooter, half of a sling shot, and a sticky paper that had once held a caramel, fifteen cents for lunch money and an extra penny.

Jack had even less in his pockets. His yesterday's spelling paper, four pennies, and a stick of gum. He carried his lunch in a paper bag.

"It's not enough." The monitor appraised the booty. "Git me another nickel by afternoon, and I won't report either of you."

"Huh!" Skeet replied, and added: "I'll get that very nickel for you, Cherub."

Skeet did not believe in the monitor system "a-tall," as he expressed it. Skeet's gang wouldn't be monitors, wouldn't spend school days "sittin' out to pinch a fellow so's to tell on him. No, siree!" Skeet wouldn't, but Percy would. Percy would graft a guy, too, Percy would. Well, Skeet would get him for it. Skeet's mind was already full of a half-dozen schemes for Percy's downfall.

"Cherub!" Skeet called after the politician, "Cherub!" and then still louder, "Cherubims, come over here!"

Percy advanced. "If you call me that again,

I'll pinch you anyhow!" Percy's face was red like a cooked beet.

"Yeah, but Percy, dear," Skeet wheedled, "I'll get that nickel by noon if you'll take it to the school store and buy all-day suckers and gimme one of 'em."

"Who you getting your money off of?" Percy inquired.

"Do I have to tell *you?*" There was insult in Skeet's tones, but Percy passed it up.

Skeet went directly to his teacher, Miss Relph. He had to work fast. He did not mention Percy's hold-up game. There is an age when playing the detective is uppermost in a boy's long thoughts.

"Kin you let me have a nickel, Miss Relph, 'til tomorrow?"

"What for?" she asked.

"Oh, I'll pay you back for sure tomorrow." It was only recently that Skeet had been on such pleasant terms with his teacher that he would ask any favor of her.

"Why, yes, Skeet. Did you forget your lunch?" Miss Relph emptied the small change of her purse onto her desk to find the desired nickel.

"No, ma'am, I didn't."

Miss Relph did not question further and Skeet immediately took up a paper knife from the desk and began hacking at the nickel which Miss Relph had given him and which he held in his fingers.

Miss Relph laid a kind hand on his shoulder. "You know we shouldn't mutilate money, Skeet," she said.

"Oh, gee, Miss Relph," Skeet argued, "I gotta, this time. I—I gotta do it to catch a fella."

"To catch a fellow!" Miss Relph asked in astonishment.

"Heck, I didn't mean to spill anything," Skeet looked at the cracks in the floor.

"What is it, Skeet?" Miss Relph asked.

"It's all right to polish up pennies, ain't it?" countered Skeet.

"Why, yes. I suppose it is."

"Well, then, if you'll give me them five pennies on your desk, and take back this nickel, that'll work, I guess, and—and I'll let you in on it, too.'" Skeet warmed to his undertaking. "Mebbe you could help," he added somewhat dubiously.

Miss Relph pushed the five copper cents over toward Skeet, and laid a detaining hand on his arm as he scooped them up, and was starting off in the direction of the lavatory with the five brown pennies in his brown fist.

"Well, it's this way," Skeet wriggled. "A monitor is graftin' the kids—see? Holdin' us up for booty. You prob'bly don't know nothin' about graft, 'bein' a woman,' as Dad says. But if we do something we hadn't ought to do, some monitors take our lunch money and don't report us. See?

"Now, I ain't a-tellin' you who the guy is, for I don't believe in tattlin', but I'm just shinin' one side of these five pennies with hand soap. Then I'll give 'em to a monitor who caught me riding double on a bike. I ain't tellin' who else it was on the handle bars, but I give these marked pennies to that guy, and he goes and buys all-day suckers at the store this noon, and if anybody should care to watch who it is spends these pennies there at the store, why," Skeet looked down at his toes virtuously, "it ain't my fault, and Mr. Brightmann might get on to who's graftin' in office—if he cares to know. But I ain't tellin' who the guy is. See?"

After Skeet left the room, Miss Relph's telephone clicked as she took the receiver off the hook. She spoke to the office for a moment. Then her room filled with boys and girls. Skeet was the last one to come in, and he shook the water off his hands as he entered the door, and wiped the final drops from his fingers by rubbing them on the seat of his cords.

Noon came. Skeet had no reason to go to the cafeteria. He held his borrowed pennies in one hand and unconsciously sought to sooth the gnawing pains of his flat stomach by pressing the palm of his other hand against his belt buckle. He sat on a bench outside the school store.

For a while the quiet that hushes the playground when all the mouths are crammed with sandwiches and doughnuts was oppressive. Then as the lunches were washed down, voices began to reach Skeet. He looked at the jingling pennies which he held, and he knew just how good a Hamburger would taste to him. He was almost ready to give up his scheme for Percy's undoing when he thought of the sandwiches Percy carried—each one tied individually with a little pink ribbon. Skeet knew, for one day he had snatched Percy's lunch bag, torn it open, and the gang had danced a war dance around its extreme daintiness as it lay in the dust in the playground. Skeet remembered that Percy always had to take these ribbons off surreptitiously and drop them back into his bag, before he could take his lunch in his hands in front of the boys. It took time for Percy to eat. Skeet sighed.

Finally Percy sauntered past. Skeet slipped him the five pennies with all their Lincoln faces polished bright as the sand soap of the lavatory could polish them. Percy spread his money on the store counter, came out, and after sorting the smallest stick of the five which he held between his fingers, he benevolently handed one all-day sucker to Skeet.

This one sucker did a great deal more than the mere chunk of candy could do to fill the aching void where Skeet's lunch was not. In fact, Skeet got up from the bench and walked away whistling, and the girl at the store reported to the office that "that nice little Percy Adams was the boy who spent the shiny pennies at the noon period."

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

II—When Pupils Ask Questions in Class

"We unfortunately tend to be so encumbered by our school program that we are apt to feel annoyed often by the pupil's questions. Most annoyed are we when he asks us a question that we cannot answer."

LAST week we considered classroom heckling and the hand-raising habit. Let us now consider ways by which we can cultivate more ease of expression in the pupil by encouraging his normal curiosity.

We know that the pupil speaks best when he has something he is eager to say, provided he knows that he will have sympathetic auditors. Unless he has had nearly all his curiosity crushed out at home before he enters school, he will want to ask at school numerous questions. We want him to feel free to ask them without fear of criticism or rebuke. That would be an ideal classroom in which the pupils asked the questions and the teacher answered them or showed the pupils how to find their own answers. As a matter of fact, a learning attitude is a questioning attitude. When a child studies well he asks questions of the printed page.

We unfortunately tend to be so encumbered by our school program that we are apt to feel annoyed often by the pupil's questions. Most annoyed we are when he asks us what we cannot answer. Our pride then prompts us to shield our ignorance, even to bluff. Nevertheless, we best inspire our pupils to learn when we ourselves manifest a learning attitude when, indeed, we prove ourselves to be master-learners with them. It does no good anyway to conceal our ignorance. It eventually does harm, even to us. We can, by bluffing, fool some of our pupils all the time and all our pupils some of the time, but we cannot fool all of them all the time. What must our pupils think of us upon discovering that we have been trying to deceive them? On the contrary, they consider us good comrades when they find us wholly honest in admitting ignorance and in searching diligently for information, even in answer to the questions they have asked. And we can learn a great deal, even from pupils of the first grade, provided we are healthy, eager, honest learners. What an inspiration to the pupil who discovers he has taught us something! How much more eager is he then to learn from us!

Sometimes a question cannot be answered right away. Always, however, it can be welcomed sympathetically and answered in due time. So treated, the child is encouraged to ask more questions and his curiosity is kept alive. When a child asks a question he feels a strong urge for self-expression. No better way to motivate effective oral speech in him in the classroom than to encourage him to keep on asking questions. In contrast, consider what will happen to the questioner who is ridiculed for "interrupting," or for being "so inquisitive." Suppose he is told not "to ask such foolish questions," or that he "knows the answer," or that a much younger child "could answer that." Perhaps all of us teachers have at some time been guilty of making a reply of this sort. When we discern the damage which we may have done we feel ashamed.

We know, of course, that some children do ask questions merely to attract attention and express superiority. Yet we shall not rebuke their questioning. If they do not show sufficient interest in the answer to attend to it carefully or to try to find it when shown how, we can lead them to see their fault without crushing them or suggesting to their comrades that asking questions is not a good activity. Provided we are sure the pupil has the necessary experience to draw upon to answer his own question, we shall kindly show him in a wholly matter-of-fact way that he has. We also know that some pupils, especially in the higher grades, high school or college, ask us questions just to keep us from quizzing them about lessons they have not prepared. In such instances, we shall be on guard, asking first the questions we had planned to ask, assuring the learners that their questions will be answered next, even outside of school hours if at no other time.

When we attempt to tell the pupil where he can find the answer to his own question, let us be very definite in our reference, lest he should fail to find the answer and give up, growing less ready to ask further questions.

Occasionally another pupil may volunteer to help the questioner find the answer or to make it for him. If this is the usual practice, particularly if the teacher often asks another pupil to volunteer, the interrogator may be so annoyed by the superior attitude of the helper as to get no satisfaction from assistance. The results will depend upon the helper's attitude. When the child asks the teacher a question, more often than not, she alone must answer it, if she is to help keep alive his questioning habit. No matter how unimportant the question asked may appear to the teacher to be, the pupil asking it will not be made to think it is unworthy of her sympathetic consideration. Most of all, the teacher will not smile nor allow the other children to make fun of the questioner. You and I may find ourselves in a group of adults who are discussing things with which we are unfamiliar. Perhaps we should like to ask several questions; but we ask none, because we fear we might be laughed at or we suppose that those in our presence might think us stupid. We prefer to let the opportunity to learn a great deal pass by. But when we so repress ourselves, we suffer keenly, feeling very inferior and depressed. We are to that degree more timid and reticent in similar situations in the future and our self-consciousness and fear of self-expression may increase to large proportions. From our childhood experiences at home and at school these fears developed. Certainly we teachers do not wish to cultivate such personality fears in the children we presume to teach. We do not wish to destroy attractiveness in those in whom we are supposed to cultivate lovable and happy personalities.

Report Cards

By EVERETT E. ROBIE

Principal, Cloonan School, Stamford, Connecticut

REPORT cards in the elementary school are of little value, unless they are the result of definite objectives, which objectives have been carefully considered and lived up to by the teaching staff. Almost at best they are subjective. The jealousy and bitterness alone caused by pupils' comparing ranks with each other would justify their exclusion. Other evils often occur, such as dishonesty, wherein the pupil erases the teacher's rank and inserts his own, writes his parent's signature, or gets his older brother or sister to sign. Pupils often become discouraged when they receive poor ranks, and do not try to do good work in succeeding periods. Parents often take up the fight where the child left off. Then follows a feud between two families who had hitherto been very friendly with each other. Again, parent resentment toward a teacher of high repute often results. Many a principal can relate experiences with pupils when he was confronted with the problem of dealing with them after they had torn up their cards. Yet report cards must remain as a necessary evil until a better method of measuring educational attainment is presented.

Report cards are often a big thorn in a teacher's side. This need not be so. A teacher may feel that it is an additional burden placed upon her shoulders, and thus she may harbor a distinct grudge against it. In reality, report cards are a teacher's pay roll. She has a group of workers that must be paid. In this the pupil resembles the workman at his task. If the workman earns $25 and finds only $18 in his envelope, he protests. If a pupil does not get the marks that he believes he should get, he usually does one of three things:—

(1) He protests to the teacher.
(2) He protests to his parents.
(3) He becomes discouraged, and says: "What's the use?"

Granted that there are always a few who would protest at any ranks they receive, there exist also a few who were marked unfairly. The greatest value of the report card lies in awarding to a pupil a just return for his effort.

In the elementary school, at its best, a rank in any given subject can be given only in a general way. However, a sharp distinction should be made between each separate division of ranks. For example, if a pupil is doing excellent work, he should receive an A unreservedly. A teacher of Latin in a high school once told me that she did not believe in giving A's. So she began with B's. At the end of the semester she found that she had been marking everyone so low that 42 out of less than 100 pupils were failing in Latin. The teacher heaped upon herself the criticism that she had not put her subject across. This was not so, for she taught her subject well, but one can readily see how the teacher, and not the pupils, got the blame for

such a high mortality in her classes. This one instance should suffice to show that grading is an art in itself, and that a teacher should consider many phases before giving a single grade.

Some of these are enumerated:—

Quantity and quality of pupil's work.
Home and school environments aiding or hindering him in his progress.
Amount of effort he puts into his work in comparison with his mental capacity.
Amount of his mental capacity.
Co-operation and temperament in the classroom.
Perseverance in all subjects.

All of these factors should be considered as determining a pupil's real worth to his society, with the guiding thought that two pupils may both receive the same grade in a given subject, although the work of one might surpass that of another pupil, if there exists a similarity in the efforts of both.

This should not serve as a criterion for grading a pupil above his effort just to "give him a chance." A pupil recently remarked upon receiving a card consisting of A in nearly every subject: "Everybody in my room was surprised to see my report card." It happened that the child in question was a pouting, indolent and carefree individual —one who was a real problem in the class, and who was a noticeable failure. Upon being questioned concerning the excellent record the teacher responsible replied that she felt it her duty to give him a chance. Another pupil had been sent to the office many times over a period of weeks for not studying, and for continual failure in his work, the teacher having admitted that this was a problem that she could not solve and that she would "give up." The pupil made no material improvement during the first ranking period, and yet he received a card that would have done justice to an honor pupil. Evidently the teacher had forgotten our frequent conferences as well as her willingness to admit her own defeat, and had spent little or no thought in grading the pupil's work.

A teacher should never assume the task of grading all of her report cards at one sitting. It is extremely doubtful if anyone can rank fairly more than seven or eight cards at a time. Let her work at them in sections and over a period of two or three days, if necessary. It is safe to assume that if report cards have been made out for an entire class at one sitting many of those in the latter half of the class will suffer from too low ranks, while others will rejoice at receiving more than they deserve.

Above all, the teacher must be true to herself. She must not give too high ranks, in order to cover a weak teaching program, nor can she give low grades as a disciplinary or frightening measure. The pupil himself has a rough estimate of his worth, and his admiration for and appreciation of his teacher increases or decreases according to how closely she has judged his efforts. To be sure, there will be "kickers," but these nearly always represent the type who seek something which they do not deserve. After all, we are teaching pupils, not textbooks, and it is our duty to grade them accordingly, visualizing carefully both the good and the bad points of each in turn.

They Say

DR. NATHAN KRASS, Rabbi of Temple Emanu-El, New York City:—

"Education in the first place is the acquisition of knowledge. Education without information is hardly conceivable. But another side of education is the phase of vocational or professional education, the technical side. And, finally, another aspect of education prepares man for living in a world of complexity, or fitting him for his relationships. That is commonly called the training of character. When we speak of education we must be clear as to which phase we mean."

JOHN COTTON DANA, Newark, N.J.:—

"Of all products of the press the newspaper is most widely read and most influential. I believe that it is possible to devise methods whereby the newspapers can be persuaded not only to publish far more of material that tends to set people to thinking than they now do, but also to be willing and pleased to pay for at least a part of that same thought-provoking material."

MARY ROBERTS RINEHART:—

"There are many days when I would gladly exchange places with my laundress."

FRANKLIN D. ROOSEVELT:—

"Study implies not what we are doing today, but what we are to do in days to come."

FREDERIC B. STEVENS:—

"Back of that delightful and delicious banquet, with its flower-strewn table, was the kitchen, though none of the guests saw it nor did they give it a thought."

Announcing

CHARACTER WORKSHOP

A New Journal of Education Feature

By JOSEPH B. EGAN

To Commence In the Issue of September 28

Under the caption "Character Workshop," this well-known Boston Principal who has become widely recognized as an authority in Character Education, will deal with selected problems in this important field. The reader will gain an insight into the underlying principles as well as the methods of character formation. Discussions will be illustrated by original stories.

Mr. Egan's CHARACTER WORKSHOP will be even more interesting and valuable to the teaching profession than his Character Chats, published in this magazine for several years past.

CHARACTER SHORTAGES

"Character shortages," declares Mr. Egan, "are fully as significant as shortages in arithmetic, geography or reading. Yet the custom in the past has been to pay little heed to those deficiencies which are outside the realm of prescribed intellectual studies. Today we are learning to attach due importance to the training of the emotions, arousing in the child the desire to do what is right, and developing in him a clearer sense of what he ought and ought not to do.

"Those who suppose that correct behavior can be successfully cultivated by pointing to outward rewards and punishments, are on the wrong track," continues Mr. Egan. "Good and evil too rarely seem to receive their just compensation. The average young person is willing to take a chance on escaping chastisement for misdeeds which promise a quick return of pleasure. Only through emphasis upon the inward and spiritual balancing of accounts can results that are real and enduring be achieved."

There is no greater need in education than that it shall grip the whole soul and being of the child and lead him to meet all his obligations fairly as a member of society.

Watch for* CHARACTER WORKSHOP *in this magazine next week and each week thereafter

Personal and Professional

EDWARD E. WHITING, columnist of the Boston Herald, has no superior in fascinating portrayal of the personality of the lights and shadows who are captivating public attention in the everyday life of the day.

He is one of the few columnists who is as gifted in platform expression as in literary expressions. He has a lecture on "Who's Who, When and Where," which meets the spirit of the day as his column catches and holds the attention of the busy newspaper reader.

R. V. HUNKINS, superintendent, Lead, South Dakota, has nationalized himself and the Black Hills by writing one of the best books for the promotion of country life we have ever seen, "The Superintendent at Work in Smaller Schools."

EVERETT B. MERO, 9 Park Street, Boston, executive secretary of the "Tercentenary Conference—City and Town Celebration," has prepared an interesting book of 132 pages reporting two thousand events in which eleven million people participated, and upon which $1,500,000 was expended. The book has thirty important illustrations which make it of historic interest. The book should be in every school library.

LIVINGSTON SELTZER, Pottsville, Pennsylvania, superintendent emeritus of Schuylkill County for many years, and always one of the eminent educators of the state, died on July 22. Dr. Seltzer and his predecessor made the county nationally famous.

JAMES R. McDONALD, manager of the Education Department of Little, Brown & Company, succeeds the late Albert E. Pillsbury as chairman of the board of trustees of Lawrence Academy, Groton, Massachusetts. Mr. McDonald has been secretary of the board for several years, and has been devoted to the interests of this prominent academy of New England.

HERBERT W. LULL by his own request after fifty-seven years of educational work, the last thirty-one as superintendent in Newport, Rhode Island, was reluctantly relieved from his duties September 1, when he was made superintendent emeritus. Dr. Lull is one of New England's ablest leaders in education. No one now living has had as interesting and important a professional relation to four cities in New Hampshire, Massachusetts and Rhode Island as he has had in Manchester, Milford, Quincy, and Newport, and in all of the half century he has been a vital factor in Hillsboro County, New Hampshire, in summer time.

Everywhere he has been closely identified with the community socially, civically and religiously, retaining his interest after his professional interest changed.

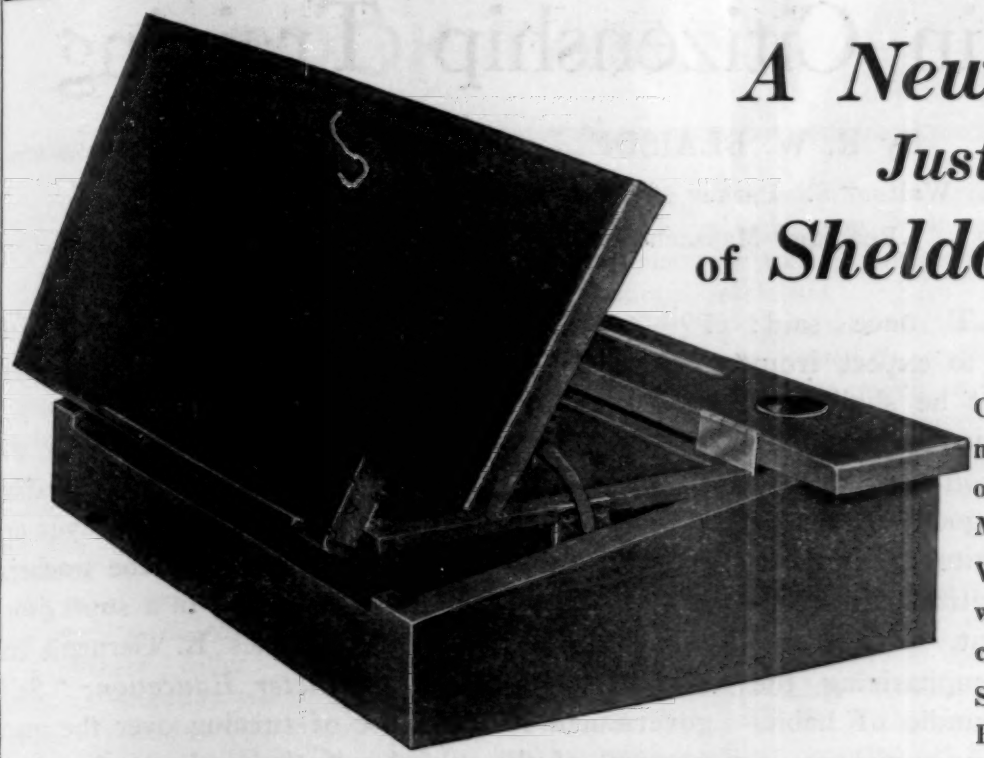
He has had a weekly column in the Newport Daily News since June, 1919, and in the Milford Gazette since November, 1888. We have known no one who has combined administrative achievements, professional attainments and incidental activities for more than half a century as Dr. Herbert W. Lull has done.

ALBERT C. SHUCK, city superintendent, Ocean City, New Jersey, has been elected superintendent of Salem County, New Jersey. This is a delightful recognition of his efficient service, and appreciation of his leadership in the county. New Jersey is making a record for professional appreciation.

SAMUEL P. ABELOW, Julia Richmond High School, Brooklyn, New York, is rendering New York City and American education an important service in writing extensively of William H. Maxwell, from the standpoint of his relation to Brooklyn, New York City, and the National Education Association. There is liability of the present generation losing much of the inspiration of men like Dr. Maxwell. Mr. Abelow is also emphasizing the notable services of Albert P. Marble, who also was an important president of the National Education Association and assistant superintendent of New York City.

HAROLD T. LOWE, North Providence, R.I., succeeds Herbert W. Lull, superintendent emeritus of Newport. It is a great recognition of his professional distinction that he is selected for this position which a vast number of successful administrators were eyeing anxiously.

W. SCOTT, Pittsfield, New Hampshire, in a recent article in the Boston Herald, recognized the citizenship of teachers as a notable civic service. Dr. Scott was for several years a prominent Congregational clergyman of Massachusetts. In this article he magnifies the recognition that women teachers should have for their eminent civic service. Dr. Scott is constantly using the daily press and other opportunities to have the leaders of public thought acknowledge the indebtedness of various phases of public service to women teachers.



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Secondary Education in California

VIERLING KERSEY'S annual report to Governor's Council of California is a sensible and brilliant presentation of the responsibility of secondary education for solving the problems of the complex civilization of today. We can only select a few paragraphs from an address of 1,500 words:—

"The province of the mind of the adolescent is the kingdom over which secondary education endeavors to rule.

"It is spiritual, personal, economic life which makes our civilization.

"Not unlimited expansion of secondary education is needed so much as deeper thinking and finer feelings.

"The power to do original thinking, yea, the power to real thinking in terms of modern American life, is the demand which life may properly expect secondary education to produce.

Friendliness, neighborliness, mutual confidences, desire to co-operate have disappeared from many American communities. The translation of the American people from rural to urban life has removed from their thinking and acting much semblance of organized inter-dependency.

"To unify fragmentary institutions of society—the family, the church, entertainment, and the activities sponsoring social expression—must be the responsibility of secondary education.

"A new secondary education is with us. It is of, for, and through the community. It compasses an extended field. Its institutionalized aspects include junior high school, senior high school and junior college. It acknowledges that the thirst for knowledge exists in but few. There is, however, an acknowledgment also that a thirst for understanding, participation and expression does exist, and it sets up a teaching program accordingly.

"This new education counsels, guides, advises youth as recognized individuals, each one strong links in the social chain. It guarantees educational opportunity to all the children of all the people. It assures social and economic security.

"This new secondary education provides a vocational education no longer thinking alone of education for a job as a means of making a living. This important phase of education has come to mean life expression itself. Education by work is not alone for the sake of the job but for the sake of the humanity of the worker."

Friendship

By Philip Wolsieffer, Tenth Grade

What if I never reach the hills where glory's joys abide?
What if my little ship shall fail to cross life's ocean wide?
What if I end my span of toil with naught that men deem great?
I shall not wail in bitterness against my sorry fate;
I still may hold my head up high and claim this gladness true—
It's something to have lived and known so fine a friend as you.

I could not say that futile here has been my stretch of years;
That all that life has brought to me is bitterness and tears;
Rich compensations have been mine for all that I have done;
I've known the beauty of the stars, the splendor of the sun;
And I should murmur at the end before my soul withdrew,
It's something to have lived and known so fine a friend as you.

—Bulletin, Atlantic City Public Schools.

"Friendship" won first prize in the poetry contest conducted by the Atlantic City Pen Women. Miss Margaret Sangster, the noted poet, who judged the poetry contest wrote that she was very much impressed with "Friendship."

A Project in Citizenship Training

By R. W. BLAISDELL

Principal, Walter S. Parker Junior High School,
Reading, Massachusetts

THEODORE ROOSEVELT once said: "What we have a right to expect from the American boy is that he shall turn out to be a good American man. The chances are strong that he won't be much of a man unless he is a good deal of a boy." The statement applies quite as aptly to girls as boys, and its inference to citizenship training in the schools is very significant.

Psychologists continually are emphasizing the fact that we are pretty much a bundle of habits conditioned by the experiences of our environment. This being true, the chances are strong, as Mr. Roosevelt implies, that the boy who is a bit sneaky and under handed as a boy is very apt to display those unsocial traits as a man; the girl who is selfish and inconsiderate of others as a girl, is likely to react in similar ways as a woman; the boy or girl who does not practice an acceptable code of ethical behavior while a youth, will in all probability be found lacking in character stability and good citizenship reactions as an adult. This conclusion would certainly warrant the assumption that the public school, particularly the junior high school, ought to recognize citizenship training as its most important objective.

Theoretically, this position is accepted quite generally among educators, but practically, the citizenship program in many schools is handicapped by a divergence in opinion as to the scope of the program and methods of procedure. Consequently, it does not receive always the conscious, careful planning that such a program deserves, and that will integrate it into the whole life of the school as a vital, active force.

In speaking of citizenship training in the Walter S. Parker Junior High School the writer wishes to disillusion any readers that the millennium may be found in that school. Far from it. Just at the present time the question is being pretty thoroughly discussed in teachers' meetings with reasonable hope that an agreement can be effected with respect to two guiding principles:—

(1) That *each* teacher is involved in a program of citizenship training that aims to establish habits and ways of reacting consistent with good citizenship demands. Teachers should be alert for opportunities to assist pupils in making desirable reactions and satisfactory social adjustments. This policy does not discard coercion, but recognizes it as a temporary form of restraint sometimes necessary to safeguard the welfare of the group.

(2) That the school should be organized to the fullest extent in providing for pupil participation in school management, in so far as the pupils are capable, on a co-operative basis with the teachers, but always with the teacher acting in a supervisory capacity. As Professor Charles E. Germane has said in his book on *Character Education:* "Self-government in the sense of turning over the management of the school entirely to the student body is stupid," but it is equally stupid to expect pupils to suddenly blossom out into right thinking and right acting citizens without consciously providing them, under guidance, with numerous opportunities to practice those traits that contribute to good citizenship.

But setting up guiding principles is not enough. Their application to every phase of the school program must be specifically determined so that they permeate the whole life of the school. And so the teachers in the Walter S. Parker Junior High School are discussing in their meetings such questions as:—

- How can we assist the pupil in "keeping on the main job" in his various classes, and in what ways would it contribute to good citizenship?
- How should the home rooms be organized, and what should be the nature of the home room activities?
- What contributions can club work make to a program of citizenship training?
- What about the position of the Student Council and its functioning with respect to the traffic committee, sanitation committee, cafeteria, assembly, etc.?
- What is the relation of the Guidance Department to this program of citizenship training?

As the writer suggested above, the teachers in the Walter S. Parker Junior High School are in the embryonic stage of accomplishment with respect to a clearly defined and practicable program of citizenship training. The most encouraging fact is that they are conscious of its need and trying to get together on a workable program.

BOOK TABLE

TEACHING THE ELEMENTARY CURRICULUM. By Sheldon Emmor Davis, President State Normal College, Dillon, Montana. Cloth. 549 pages. New York: The Macmillan Company.

We confess surprise at the remarkable completeness of scope of this technical presentation of Elementary Education by a man whose professional life has been devoted to the administrative phases of education.

We have seen no study of elementary school work by any professionalist in a teachers' college or university school of education whose chief business in life has been the study of what and when, why and how, to teach a few subjects that has been better done than Dr. Davis has done in this book with every subject in the elementary grades.

He has in mind at all times the pupils who are to learn in lower grades and the students in the higher elementary grades.

What is more surprising is the literary art of presentation. We have never seen as clever an introduction of what a curriculum is, why it is, why it is called a curriculum and why it must not in any wise follow the main characterist of the ancient chariot race.

There are original features of high value as, for instance, the "Glossary of Educational Terms" and the way the student is constantly reminded of the importance of consulting it regarding special terms.

His use of pedagogical psychology and never allowing it to use him is really wonderful.

We have known Dr. Davis in his school work for many years and have appreciated his skill in dealing with vexations administrative problems, but have never suspected him of such scholastic professionalism, literary idealism, and masterful bookmaking genius.

INTERPRETATIONS OF PHYSICAL EDUCATION. Edited by Jay B. Nash. Volume I, Mind and Body Relationships; Volume II, Nature and Scope of Examinations. Cloth. New York: A. S. Barnes and Company.

The School of Education of New York University is developing several highly important series of professional books of which these two books, by the head of the department of Physical Education, are of special value.

Volume I has chapters by fifteen physicians and educators who are specialists in physical education. Volume II has chapters by twelve physicians and educational specialists.

Professor Jay B. Nash, who has unified the chapters and created the spirit which makes the treatment unique and of surprising interest and significance, has placed the cause of physical education as a select subject under great obligation to him personally and professionally.

This is only one of many professional ventures which the School of Education in its new quarters is able to develop. Chancellor Elmer Ellsworth Brown and Dean John W. Withers are making much of their opportunities in New York City.

FEDERAL AND STATE POLICIES IN PUBLIC SCHOOL FINANCE IN THE UNITED STATES. By Fletcher Harper Swift. Cloth. 490 pages. Boston: Ginn and Company.

This is the fourth important study of public school finances, and this comes at the most crucial period in public finances of education.

The spirit of the book may be appreciated by the classification of the chapters.

Creating the financial heritage, the nation's gift.

Increasing the heritage. Federal monetary grants.

Squandering the heritage. The results of federal aid.

Growth of school costs.

Evils resulting from decentralized support. Increased state support.

An important feature of the book which occupies a third of the book is the Public School Finances of Arkansas, Delaware, Massachusetts, Utah, and Wisconsin.

The ninety-nine tables and twenty-five figurative maps are indispensable to an intelligent appreciation of public education.

Among the multitude of books that appeal for attention this is one of the recent publications that demand ownership as well as attention.

SEED DISPERSAL: A STUDENT-MADE BOOK. Edited by William A. Matheny, Ohio University. Cloth. 141 pages. Ithaca, New York: Slingerland Comstock Company.

This book is of high value intrinsically as a complete presentation of the various ways in which seeds are broadcasted geographically, economically and civically.

It has all the masterfulness of Mrs. Anna Botsford Comstock in the art of presentation and artistic illustrative illumination in book making.

The special charm of "Seed Dispersal" is the fact that it is absolutely "A Student-Made Book."

It was Emerson who said that no one should write of a place except on the first day he had seen it. Then he would make it look as it would interest those who had never seen it.

Students who have mastered the details, as these students have, present the subject in the order of interest from their experience.

I have always read devotedly the writings of Mrs. Comstock because her writings fascinated me. She was a brilliant genius.

This book has all of her genius and an added charm of its presentation by some of the best students as they applied her masterfulness in literature and visualization in the spirit of 1930.

THE SCIENCE OF HUMAN LIVING. Cloth, 475 pages.

SCIENCE OF DISCOVERY AND INVENTION. Cloth. 750 pages.

By Walling Corwin and Mae Johnson Corwin. San Francisco: Harr Wagner Publishing Company.

The Corwin Science Series is an important contribution to school science. It has the spirit of science which is the need of to-day. The facts of modern science are attractively presented, they are fascinatingly illustrated with concrete examples, and artistically illuminated with charts, diagram and photographs.

The philosophical professionalism is up-to-the-minute without any trace of jazz weakness. This book is traditionally scholastic without a suspicion of an anemic condition.

The printers have added every charm of typographical art.

There is a vast amount of information, scientific and commonplace, without a tiresome paragraph.

There are pedagogical devices, ingenious and captivating, without diverting the student's attention from the main purpose of a chapter.

The chapter on Narcotics and Stimulants, pages 212 to 239, is a remarkable presentation of one of the most important school questions of the day. The following sentence is characteristic of the spirit of "The Science of Human Living":—

"It seems strange that so many people desire to live a long, happy, healthy life yet deliberately use narcotics and stimulants which make this aim less possible."

Books Received

"An Introduction to Problems of American Culture." By Rugg. Boston, Mass.: Ginn and Company.

"Parliamentary Procedure." By Reeves. Boston: D. C. Heath & Company.

EDUCATION IN ACTION

Contrasts in Education Here and Abroad

Professor Richardson of California Finds Adult Instruction in United States Ahead of That in Europe

SAN FRANCISCO.—Adult education in Europe, in-so-far as it presupposes the equivalent of a high school education, can as a rule thrive only among certain ambitious individuals in the middle class. The peasants are not prepared for it, and the aristocrats usually prefer to carry on their studies in a more exclusive and private way, according to Professor Leon J. Richardson, director of the University of California extension division, who has returned to this country after a year's sojourn in Europe, where he studied systems of adult education used in foreign countries.

In contradistinction to the limited adult educational facilities offered abroad, Director Richardson points out that every state in the United States now offers extension courses in a variety of subjects. "Extension courses are offered by 443 colleges and universities, compared with seventy-five ten years ago," he says. "Instruction by radio, library service, correspondence, visual instruction, class and lectures of various kinds, constitute a few of the services offered in this country. Last year in California approximately 40,000 adults took class and correspondence work with the University of California extension division."

Concerning the difference in social status between Europeans and Americans, Professor Richardson says: "The people in almost every European country differ from the people of the United States in having a social structure composed of sharply defined classes. There is, first, the upper class, to which belong the royalty, the nobility, and here and there the rich of long standing. Next, is the middle class, to which professional men and women, the merchants and traders belong.

"To the lower class belong the artisans, the laborers and the peasants. The food supply, except what is imported, is produced by the peasants. Without their toil a nation could not live. In some cases the peasants are aware of the importance of their work, and take pride in their status in society. The best physiques and the soundest health in a people are usually found among the peasants. They form the solid reserves of a nation.

"Individuals occasionally pass from the lower to the middle or from the middle to the upper class, less often in the opposite direction. As the fish in the depths of the ocean are little affected by the storms on the surface, so the peasantry is little affected by changes of style and ideas in the upper class."

Wine Becomes Study In Schools of France

PARIS. — French school children hereafter will receive instruction in "appreciation of wine." The semi-official newspaper "Le Temps" said the government had made the subject part of a required public school curriculum and that pupils of all ages would hear lectures on the healthful qualities of French wines. The decision was due to a wine industry crisis growing out of over-production, as well as to a desire to warn French children against drinking the American cocktail.

Carnegie Resources More Than $32,000,000

WASHINGTON. — The twenty-fifth annual report of the Carnegie Foundation for the Advancement of Teaching shows that on June 30, 1930, the resources of the Foundation totaled $32,130,000. Of this total, $17,064,200 is held as permanent general endowment; $1,285,000 as permanent resources of the Division of Educational Inquiry; $12,557,000 as a reserve for liquidating pension liabilities accruing after 1930; $792,200 to assist colleges and universities in adopting the contributory plan of retiring allowances; and $434,500 as an emergency reserve. All of the investments are in securities of the highest grade; ninety-nine per cent. in bonds and one per cent. in preferred stocks.

Oakland Children Cut Traffic Accidents

OAKLAND, Cal.—The Junior Traffic Reserve, composed of 1,500 youths in this city's schools, is credited with having reduced child deaths in traffic accidents almost to zero. Traffic accidents here during the last seven and one-half months took the life of one child, as compared to eight killings during the same period last year. In announcing these figures Arthur W. Moore, president of the reserve, said that since organization of the group by the East Bay Safety Council there has not been a single fatality involving children at any of the city schools guarded.

Everett Night School Policy Criticised

EVERETT, Mass.—F. W. Whitney, superintendent of schools in Everett, has denounced a recent decision of the school committee to release all teachers in the evening schools who have jobs in the day division. Among those affected will be J. Henry Clagg, principal of the Centre day school, who has been head of the evening schools for twenty years. About forty of the sixty evening teachers will be dropped. Superintendent Whitney said the results will be "chaotic," and will "cripple" the system.

English Chained Library Reopened

LONDON.—One of England's most famous libraries, the Chained Library, at Hereford Cathedral, has just been reopened after a thorough restoration. It is a relic of the days when books were more expensive and libraries could not afford to take chances with the honesty of their readers. So the 1500 books were securely chained to the shelves. England has several other chained libraries, though not so large as that at Hereford.

Teachers Given Free Insurance

SIMPSON, PA.—The teachers of Fell Township school district of Simpson, Pa., an organization comprising 51 members, have been covered with life insurance through a group policy. This policy involves a total of $66,500, and each teacher is insured in amounts ranging from $1,000 to $2,500, according to rank. This insurance is given to them without any cost to them, the policy being of the non-contributory type.

Noted Playwright Seeks Long Denied Education

OXFORD, England.—R. C. Sherriff, who wrote "Journey's End," will become a student in New College this coming term. He is thirty-four, and explained that he never had money enough before to go to college. The playwright will study history for two years, perhaps to become a schoolmaster. He intends to continue his writing.

BACKWARD PUPILS
Problem Involves More Than Mere Psychology

NEW YORK.—Much misery and unhappiness is brought to mentally and physically handicapped children in the schools of this country because of stupid and ill-trained teachers, according to Dr. Louis M. Schleier, of Teachers College, Columbia University, who has announced the results of his survey on "Problems in the Training of Certain Special-Class Teachers."

Pleading for better educational opportunities for abnormal and deficient children, Dr. Schleier assailed universities and normal schools which omit from their curricula specialized courses for the teacher of handicapped pupils. An adequate supply of properly trained teachers, he added, is one of the greatest needs of education today.

To this end, Dr. Schleier listed in his report ten special divisions which he felt should be stressed, or at least included in the catalogues of all teachers colleges. They include teaching children who are handicapped mentally, blind, partially sighted, deaf, hard of hearing, crippled children with speech defects, children with lowered vitality, emotionally unstable and delinquent children.

According to Dr. Schleier, one great mistake in the requirements of normal schools today is the stressing of general and educational psychology. He holds this is harmful to the education of handicapped children, as a study of psychology alone is not sufficient foundation for the proper handling of special pupils.

Reasons Cited for College Gains

COLUMBIA, Mo.—Reasons which account for an unusual increase of enrollment this year at the University of Missouri and which are applicable at institutions of higher learning in other parts of the country are discussed by Registrar S. Woodson Canada in a bulletin of the university. His impressions were gained from talking to students who came into his office for personal interviews and also from the correspondence which accompanied the applications for matriculations. "The lack of employment is causing many students to continue their work in school when they might otherwise enter business life," Mr. Canada says. "The depression has caused quite a few students attending high-priced tuitional schools to come to the University of Missouri where the tuition and fees are nominal. Another influence which we note is the rise of the educational standards in many of the professions. This is notably true of the teaching profession. The growth of our graduate school and the strong faculty and facilities for graduate work have been bringing students here in increasing numbers. More than 1,000 were enrolled for graduate work during the summer session, and a greater number of graduate degrees were awarded than at any previous time in the history of the university."

Nationalistic Plan Declared Illegal

VIENNA.—Tolerance and equality for all students, regardless of their nationality or race, has been re-established at Vienna University, a state-owned institution which functions under absolute state control. The verdict handed down by the Austrian Supreme Court held invalid the university senate's regulation of 1930 for establishment of "student nation" societies through which alone official academic activities of the students could be carried on. Such student nation societies were essentially means to make extreme German nationality tendencies dominate all student life, especially excluding students not of pure Teutonic ancestry, and particularly directed against Jews.

Urge Schools Same As in United States

MEXICO CITY. — Defects in the educational system of Mexico, it was pointed out in a statement issued by the National League of Teachers, are responsible for Mexican parents sending their children to schools and colleges in the United States. It is estimated that at least 5,000 Mexican boys and girls are students in these institutions. "It must be confessed," according to the opinion of the members of the league, "that parents have no confidence in Mexican schools because of their belief that they are impotent to provide their children with the scholastic preparation which will assure them success and which can be translated into well-being and happiness in their future lives; hence they make sacrifices to send their sons and daughters to foreign schools, where may be obtained what is not to be found here."

Rome Forbids Paint for Teachers

ROME.—Teachers in Roman schools have been warned against "false beauty" and the use of cosmetics before pupils.

In a letter to all teachers in Rome, Signor D'Agostino, inspector of schools, ordered the teachers to cease their "maquillage" either in or out of school. He explained that painted faces led the pupils to believe in "false beauty."

COLLEGE SUCCESS
Apparently Influenced by Variety of Facts

COLUMBIA, Mo.—Students from large high schools generally make better grades in college than those from small schools, it was found by Dr. Raymond L. Garnett in a survey of the freshman class at the University of Missouri. He concludes that a student ranking in the highest one-third of his high school class has twice as good a chance to succeed in college as does a student in the middle third of the class, and four times as good a chance as does a student in the lowest third.

An only child, Dr. Garnett indicates, does not succeed as well in the university as the student who has one or two brothers or sisters; but students from families of two, eight or nine succeed best. Students whose fathers engage in professional or clerical work appear to have an advantage in rate of success.

"Family income does not appear directly to be a factor in the success of university students," the report states.

"Students giving direct and specific reasons for attending the university, and those not intending to work for part or all of their expenses appear to have made better scholastic records than those who gave indefinite reasons for coming to the university and those intending to work their way through school," Dr. Garnett reports. "Students intending to participate in extra-curricular activities succeed better in making their grades than those having no such intentions."

"Bad" Children Are Usually Ill

PHILADELPHIA. — Physicians, psychologists and scientists interested in solving the strange and perplexing problems of behavior are getting somewhere in their study of the "bad" little boys and girls. They have learned that no youngster is really "bad," but is frequently suffering from a peculiar brain disorder called encephalitis. The bulk of the work of experimenting has been conducted here in Philadelphia. Back in 1924 Dr. Earl D. Bond began what he termed "an experiment in re-education." In the initial attempt to trace the malady one child was taken into the hospital for treatment. The experiment failed. Not discouraged, however, he gathered together twenty children from all sections of the country and formed the Franklin School of the University of Pennsylvania, to study the disease. Most of the children suffering from encephalitis are above the average intelligence, and are not physically affected by the disease. In all cases, however, they were found to be restless, sullen and unmanageable.

Jobs for Majority Of Cornell Graduates

ITHACA, N. Y.—A ray of hope for college graduates in this year of depression is found in the results of an unemployment survey at Cornell University. Many members of the recent graduating class already have jobs, it was discovered, and the prospects of others are not at all discouraging. Of eighty-four seniors in the College of Mechanical Engineering seventy-five, or 89.29 per cent., found employment upon graduation and the others seem likely to find work soon. Salaries for beginners—the average starting salary for a trained mechanical engineer is about $150 a month—have not dropped, according to Professor J. R. Bangs, Jr., director of personnel.

Urges Students Go Abroad for Seminars

SOUTH HADLEY, Mass.—Means to arouse American students' interest in international affairs were suggested by Dr. Walter M. Kotschnig, of Geneva, general secretary of International Student Service, at the organization's recent annual conference at Mount Holyoke College, which was attended by delegates from universities and student organizations for thirty-four countries. Dr. Kotschnig, replying to statements of American delegates that no outside organization could do anything to shake the American student out of his indifference to anything outside campus activities, said: "I am afraid they are right to a large extent. But I am not quite as pessimistic as they are because I have seen that a small group of really determined people can do a very great deal. It is not just a question of action, of doing this or that, but of really working out a plan for the political education of the American student. Certainly there are efforts being made in this country to give the student a conception of his place in the community, but these efforts are not well co-ordinated. The first thing is to provide means and opportunities for further learning. We want a factual basis, not for the student of politics, but for the average student. A great deal more could be done for united effort through the study of books, through definite study problems, by issuing outlines, by holding international institutes throughout the country." He suggested the possibility of holding seminars abroad for American students.

Sees Business Check On Liberal Colleges

NEW LONDON, Conn. — Funds from the business world have a "sinister" effect upon some "so-called liberal colleges," Professor Henry W. Lawrence declared at a trustees' luncheon of Connecticut College here. The evil effects he listed as an insistent demand for more vocational training, quantitative rather than qualitative standards, emphasis on splendid buildings and grounds, and the "perennial tendency toward coercive control over what is sometimes called academic freedom." Nevertheless, he declared, the college cannot get along without the business man, nor does it wish to. "With all his faults we love him still, if he would only keep still and let us talk," said Dr. Lawrence, urging co-operation between educators and business men, not as workmen and boss, but as partners in the education of youth. Coercion over the teacher's right and duty to be loyal to the truth as he sees it, especially in his field of expert competence, creates an atmosphere of stultification and hypocrisy, which is "rank poison for the minds of thoughtful undergraduates," he added.

Plans for Scottish University Extolled

NEW YORK.—Agreeable surprise at American interest in the Celtic renaissance was voiced by Angus Robertson of London as he sailed from here for England after having conferred with leaders of the American Iona Society regarding the establishment of a $10,000,000 university at Inverness, Scotland. Mr. Robertson was the guest of Professor John L. Gerig, of Columbia University, vice-president of the society. Scots throughout the world, Mr. Robertson said, are mindful of the value of Celtic tradition in both the literary and practical arts. By giving expression to the Scottish thought, he said, the proposed university at Inverness will meet many educational needs of the Highland people. "The curriculum will not be limited to classical studies," he said, "but will include departments of technical and scientific courses in subjects related to the traditional arts and crafts of the people so as to develop those industries which have grown from the natural physical characteristics of the country."

Law Students Give Legal Aid to Poor

MADISON, Wisconsin.—Legal aid for families unable to hire professional attorneys has been given them for several years by University of Wisconsin law school students, working with the Dane County Bar Association. Second and third year students, members of their own "Legal Aid Bureau," have represented poor clients in divorce cases, labor disputes, cases involving custody of children, mortgage foreclosures and evictions for non-payment of rent. Six students of each class are appointed by Professor N. P. Feinsinger, in general charge, to assume the work each year. The cases are referred to them by attorneys and the public welfare organization. Attorneys' fees are not charged. Court costs are paid either by the welfare group or the clients.

Negro High School Enrollment Grows

RALEIGH, N. C.—A large portion of the gain in high school expenses in North Carolina during the last five-year period is attributed to the phenomenal increase in Negro enrollment according to a statement issued by the State Superintendent of Public Instruction. While the entire public high school enrollment has increased 58.2 per cent. during this period, the rural Negro enrollment has shown a jump of 386.8 per cent. the statement says. The total high school enrollment for the State, at the close of the last session, was 101,486, as compared with 67,086 five years ago.

Belgian Program Educates Parents

BRUSSELS.—Belgium has a broad program for parent education, developed by the League for Family Education. Its plan includes university courses and places emphasis on education for family life in the primary and secondary schools. Thirty schools have introduced such courses.

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Teachers Seek Vacation Extensions

NEW YORK.—The Board of Education was besieged early in September with hundreds of letters, telegrams and telephone calls from teachers, both in and out of the city, requesting permission to prolong their vacations by staying out until September 22, the date to which reopening of public schools was postponed. The board answered these communications with instructions that all teachers and principals must report to their schools on the original schedule, according to Dr. Harold G. Campbell, acting superintendent of schools.

Missouri College Sold With Cow for $6,000

CAMDEN POINT, Mo.—An entire college, including three buildings, one red cow, and a lot of bills from unpaid teachers, has been sold at a sheriff's auction for $6,000. The college was Missouri Christian, an institution eighty-three years old. J. F. Pettijohn bought it for the amount of a note he held against it. He was the only bidder at the auction, which was ordered because the institution had lost all its students and could not pay its taxes or its instructors. For his $6,000 he got the administration building, a dormitory and furnishings, the president's house, 3,000 library books, the red cow and the promise of lawsuits by faculty members who want their back pay.

Western Magic Found in Bagdad

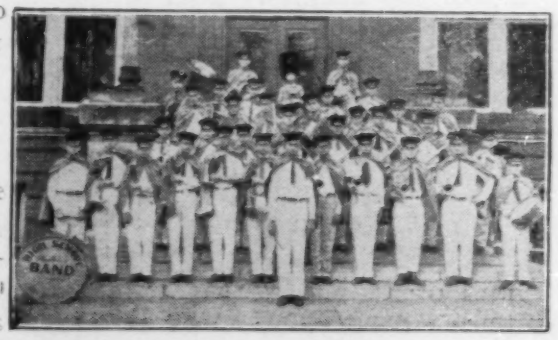
BAGDAD.—In the midst of this turreted city, fraternizing as happily as the proverbial lion and lamb, are hundreds of boys of eighteen nationalities and sixteen religious sects, from the Kurds of the mountains to the sons of Bedouin sheiks of the desert—Moslem, Christian and Jewish boys in equal numbers—playing together the western games of basketball and volleyball, and studying together the English, the Latin and the mathematics that will admit them to the colleges of the Western world. For six years, under the smile of King Feisal, the American School for Boys has flourished amazingly in Bagdad, bringing together the most disparate elements in the common cause of Western education. Now it is about to start a collegiate department of its own, adding eventually, it hopes, schools of engineering, commerce and agriculture, in its effort to teach an ancient civilization the ways of modernity.

Istambul Launches Illiteracy "Roundup"

ISTAMBUL.—No illiterates will be left in Istambul by the end of next year Turkish educational officials have announced. Within three years 218,000 adults have been taught the new ABC's in the national alphabet schools here. The government program for this season calls for a final push to round up all who have failed or neglected to gain an ABC certificate.

Public Junior Colleges Show Big Gain in Favor

WASHINGTON.—Is the public junior college to repeat the history of the public high school in the United States and nosing ahead of privately supported institutions in point of numbers, become a standard branch of the educational system? Two reports just issued show a marked trend in that direction. One, a "Study of the Financing of Public Junior Colleges in Texas," by Frederick Eby and Benjamin F. Pittenger, finds that, in the case of Texas, at least, the "State is expending a larger sum for the education of its youth on the junior college level" when it keeps them in standard institutions "than it would pay in case they were trained in public junior colleges." Meanwhile signs of increasing public support for junior colleges in the country as a whole are noted in the report of the Office of Education on college and university education just issued. The number of junior colleges rose between 1920 and 1928 from 52 to 248, and the proportion of those publicly maintained grew in the same period from nineteen per cent. to forty-six per cent.



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Grins Between Grinds

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She (as they motored to the big city church)—"Aren't these chimes melodiously beautiful? Such harmony! So inspiring! They thrill me!"

Her husband—"You'll have to speak louder. Those confounded bells are making such a racket I can't hear a word you say."

Lost Lady

Small Boy (to officer)—"Did you see a lady walking up the street without a little boy? Well, the little boy is me."

Helpful

A guest hurried up to the hotel clerk's counter. He had just ten minutes to pay his bill, reach the station, and board his train.

The Guest—"Hang it, I've forgotten something. Here, my boy, run up to my room—No. 427—and see if I left my pajamas and shaving outfit. Hurry. I've only got five minutes now. Show some speed."

The boy hurried. In four minutes he returned, empty handed and out of breath.

The Bellhop — "Yes sir, you left them."

Singles Only

Mr. Baylee telephoned the theatre ticket office and asked: "Can I get a box for two tonight?"

A puzzled voice answered: "We don't have boxes for two."

"Isn't this the theatre?" he asked crossly.

"Why no," was the reply, "you are talking to Bell, the undertaker."

Nervous Prosperity

Mrs. Blabber—"You're looking very happy this morning. Have you had good news?"

Mrs. Gabber — "Just wonderful! My husband has just had a nervous breakdown and we're going to California."

Puzzled Inmate

A Hebrew was spending a few hours in one of the country jails when his friend called on him, and made inquiry as to why he was there. The Hebrew replied:—

"I don't know. I can't imagine vy. The judge put me in here. I was a vitness in a case. Dey had me on the stand. The judge says: 'How old are you?' I says: 'Twenty-five.' 'What is your name?' I says: 'Mose Goldberg.'

"He says: 'Vat's your nationality?' An' I just turns to the judge and says: 'Judge, don't be a damned fool!'"

Dry Country

A tourist who was traveling through the Kalahari Desert happened to meet an old inhabitant and his son.

"It looks as though it's going to rain."

"Well, I hope so. Not so much for myself as for my boy. I've seen it rain."—London Sketch.

Meetings To Be Held

SEPTEMBER

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

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29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

10: Women's Education and Industrial Union, Mary H. Tolman, 264 Boylston Street, Boston: Boston, Massachusetts.

11: Missouri College Union, Secretary L. G. Abernathy, Fayette: St. Louis, Missouri.

11-14: Missouri State Teachers' Association, Secretary E. M. Carter, Columbia: St. Louis, Missouri.

12-13: New England Association of School Superintendents, Secretary C. H. Chace, Beverly: Boston, Massachusetts.

13: International Education Board, Secretary William W. Brierley, 61 Broadway, New York City: Richmond, Virginia.

17-19: National Congress of Parents and Teachers of Maryland, Secretary Mrs. Alfred C. Levis, 511-S Roland Avenue, Baltimore, Maryland: Baltimore, Maryland.

18: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City, Secretary Clyde Furst, 522 Fifth Avenue, New York City: New York City.

18: Illinois City Superintendents' Association, Secretary C. Bruner, Kewanee: Urbana, Illinois.

19-21: High School Conference, A. W. Clevenger, Administration Building, University of Illinois, Urbana: Urbana, Illinois.

22-25: South Dakota Education Association, Secretary N. E. Steele, 3 Perry Building, Sioux Falls: Mitchell, South Dakota.

23-28: Virginia Education Association, Secretary C. J. Heatwole, 300 Lyric Building, Richmond: Richmond, Virginia.

24-25: Association of Public School Trustees of Virginia, Secretary F. Diehl, Farmville: Richmond, Virginia.

26-28: Texas State Teachers' Association, Secretary R. T. Ellis, 410 E. Wetherford Street, Fort Worth: Corsicana, Texas.

26-28: Texas State Teachers' Association (colored), Secretary R. T. Tatum, 711 Poplar Street, Beaumont: Beaumont, Texas.

27-28: Central Association of Science and Mathematics Teachers, Secretary W. F. Roecker, 3319 North 14th Street, Milwaukee, Wisconsin: Chicago, Illinois.

27-28: Idaho Education Association, Secretary John I. Hillman, 331 Sonna Building, Boise: Boise, Idaho.

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